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ABSTRACT

This teaching unit, Professional Sports, is one of a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These lessons about occupations in professional sports give sports terminology and discuss the body training, mental skills, and sportsmanship necessary to become a professional athlete. Related jobs that make professional athletics possible are also discussed. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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ED187913

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#60

A CAREER EDUCATION UNIT FOR GRADES 5 AND 6

PROFESSIONAL SPORTS

(Community and Personal Services Career Cluster)

CE 013 573

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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December, 1977

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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COMMUNITY AND PERSONAL SERVICES
CAREER CLUSTER:

PROFESSIONAL SPORTS

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COMMUNITY AND PERSONAL SERVICES
CAREER CLUSTER:

PROFESSIONAL SPORTS

TEACHER'S GUIDE

RATIONALE

Many children are interested in professional athletics. They are continually exposed to sports through television, newspapers, radio and actual attendance at sporting events. This is a unit wherein children will get a closer look at what is expected of a professional athlete. They will become familiar with terminology, body training, mental skills and sportsmanship necessary to the professional athlete. They will learn about the many related jobs that make professional athletics possible.

GOALS

Through this unit, students will:

-Become aware of career opportunities in professional athletics.

-Gain an appreciation for the necessity of teamwork among players.

-Learn about the equipment and uniforms needed in sports events.

-See the relationship between educational skills and professional sports.

-Become aware of some of the disadvantages of professional sports.

-Gain a better understanding of the rules and scoring for professional sports.

PERFORMANCE OBJECTIVES

The students will be able to:

-Name seven related careers in professional athletics.

-Describe what each job includes.

-List equipment needed for specific sports.

-Relate school skills to skills used on the job.

-Describe the role of the spectator.

-Name the terminology relating to specific sports.

-Give the disadvantages as well as advantages of professional sports.

ENTRY LEVEL ASSESSMENT
(To be used as a pre-test as well as a post-test)

Use this informal inventory to determine the class awareness of the field of professional sports. Responses could be taped or written and compared to the responses on the post-test.

1. Can you name some types of professional sports?

2. Can you name some people who do not play, yet are necessary to professional sports?

3. Tell what equipment is necessary in playing baseball (football, soccer, basketball, hockey, etc.).

4. What physical or body skills must be developed to participate in the various sports?

5. In what way do school subjects (math, reading, P.E.) relate to sports?

6. Have you attended professional sports events? Tell what you observed.

7. Tell why good sportsmanship is especially important to professional sports.

8. Name some special terms used in baseball (football, soccer, basketball, hockey, etc.).

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

Use the following materials and equipment in this unit:

-Films as listed.
-Cassettes as listed.
-Books as listed.
-A variety of art materials.
-Tape recorder/player.
-Film projector.
-Task cards.

Films:

Habit of Winning
Official Baseball
Playing Better Basketball

Books:

Title	Dewey Number	Author
Baseball	796.359	Miers
World Series Highlights	796.357	Van Riper, Jr.
Connie Mack's Baseball Book	796.357	McGillicudy
Pro Football's Greatest Upsets	796.33	Sullivan
American Women In Sports	796.09	Hollander
Sports, Sports Everywhere	796	Jupo
The Game of Football	796.33	Newcombe
Champions of the Tennis Court	920	Higdon
Champions At Bat	920	Finlayson
Stars of the Modern Olympics	920	Finlayson
Famous Negro Athletes	920	Bontemps
Pass To Win	920	Sullivan
Triple Crown Winners	920	Liss
Young Hockey Champions	920	O'Brien
Lou Gehrig	921	Van Riper
Knute Rockne	921	Sullivan
Jim Thorpe Story	921	Schoor
Sports Hero Johnny Bench	921	Burchard

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

No. 4765 Basketball is Fun
No. 1641 Good Sportsmanship
No. 1518 Basketball Today

COMMUNITY RESOURCES

Art Williams; National League Umpire (First black umpire in the National Leagues); Phone: 832-0362 (Bakersfield).
Bakersfield College: Contact P.E. Department to arrange observation at a practice in a sport in which you are interested. Phone: 395-4288.
Bakersfield Bears: Sam Lynn Ball Park.
Bakersfield Aggies: Phone: 872-3414.

GUEST SPEAKER

Lesson 4 calls for a guest speaker. Arrangements should be made well in advance with the guest. Worksheet #2 is a guide for the guest speaker and could be sent to him or her in advance also.

INSTRUCTIONAL STRATEGY: LESSONS 1- 10

Lesson 1

PURPOSE	To familiarize students with the many types of professional sports.
MATERIALS	1. Chart paper. 2. Felt pen. 3. List of professional sports (worksheet #1).
INTRODUCTION	Say: "Today we will begin our study of the field of professional sports. I wonder how many different sports we can list where players are paid for their participation. Think of the various sports you've read about or have seen on T.V."
CLASS ACTIVITIES	1. List categories of various sports on chart paper as contributed by students. 2. Discuss briefly how each game is played. 3. Encourage students to volunteer personal experiences playing or watching any of the games mentioned.
SUMMARY	1. Have a student read the list you have made aloud. 2. Tell them that tomorrow they will have a chance to pantomime a professional sport, so to be thinking of one they would like to do.

WORKSHEET #1

List of Professional Sports:

Baseball

Basketball

Ice Hockey

Tennis

Football

Surfing

Swimming

Gymnastics

Golf

Rodeo

Bowling

Track

Boxing

Soccer

Skiing

Lesson 2

PURPOSE

To familiarize students with the various professional sports and some of the body movement involved.

MATERIALS

All Task Cards.

INTRODUCTION

Say: "Yesterday we discussed the various professional sports. Today we will take turns pantomiming a particular sport. Remember to make your body move like an athlete. Also remember that a pantomime is silent acting."

CLASS ACTIVITIES

1. Have the children perform their pantomime. They may call on a classmate to guess which sport they are acting out.

2. Discuss what part of the pantomime made the sport very clear. Tell how some could have been shown more effectively.

3. Do Task Cards.

SUMMARY

After all the pantomimes are finished discuss what made them realistic or unrealistic.

Lesson 3

PURPOSE

To create an awareness that winning is not just a matter of luck, but a quality that is developed in an athlete's personality. To emphasize that an athletic career is usually short.

MATERIALS

All Task Cards.

INTRODUCTION

Coach Vince Lombardi once said: "Winning is not the most important thing--it's the only thing." Professional athletes are loved and admired as long as they are winning. Today we are going to discuss this idea.

CLASS ACTIVITIES

1. Discuss the subject of winning related to the character development in a person, and the carry-over into other fields.

2. Discuss what qualities an athlete must have besides the obvious one of being "good in sports".

3. Discuss the fact that these athletes must be prepared for another career when they retire from sports.

4. Do Task Cards.

SUMMARY

Tell the students that tomorrow they will have the opportunity to meet a professional athlete. Have some questions in mind you would like to ask.

Lesson 4

PURPOSE	To help the students to learn about a professional sport and the advantages and disadvantages of making the team. To gain an understanding of the difference between professional sports and high school, college and other amateur sports.
MATERIALS	Guest Speaker.* (List of areas to be covered should be sent at least a week prior to the guest speaker's visit-Worksheet 2, next page).
INTRODUCTION	Say: "Today we have invited _____ to our class to tell us what it is like to be a professional athlete in a team sport. Be thinking of questions you would like to ask him/her when he is finished with his talk." (A taped interview could be used as an alternative for a resource guest.)
CLASS ACTIVITIES	1. Listen to guest speaker. 2. Have a question and answer session.
SUMMARY	Have the students write a thank you note to the speaker. Have them tell what especially interested them about the talk. Tell about at least one new thing they learned.

*Possible contact might be Art Williams, first black umpire in the National League, phone 832-0362.

Worksheet 2 (To be given to the guest speaker and dittoed for use with Task Card 8)

Questions for professional athletes:

1. On which team did/do you play?_____
2. How long have you played?_____
3. What school subjects helped you in your sport?_____

_____

4. Do you think you are well paid?_____
5. What kind of training do you do to prepare for the games?_____

_____

6. What do you plan to do when you no longer play on the team?_____

_____

7. What do you like about your job?_____

_____

8. What are some disadvantages?_____

_____

9. In what way is teamwork important?_____

_____

10. Were you ever injured during a game or during training?_____

_____

11. Explain the difference between professional sports and high school, college and other amateur sports.

Lesson 5

PURPOSE

To familiarize students with the rules of a professional sport.

MATERIALS

1. Film projector.

2. Film about a professional sport, explaining rules.*

   *Suggested film available from Instructional Resource Center, Superintendent of Schools:

   #4765 Basketball is Fun

3. Pencil.

4. Lined paper.

INTRODUCTION

Say: "Every professional sport is governed by a strict set of rules. There are referees, judges and umpires present to see that these rules are followed. Watch the movie and write down as many rules as you can."

CLASS ACTIVITIES

1. View film.

2. Make list of rules shown in movie.

SUMMARY

1. Have students read their rules. Discuss why they are necessary.

2. Tell the students that for the next lesson they should choose a sport. They may bring in equipment, uniforms or pictures. They should be able to tell the students the specific rules for that sport. Have them decide who will do what sport today so you don't have more than three or four students for each sport. Refer to Worksheet #1 for list of sports.

Lesson 6

PURPOSE	To familiarize the students with the rules and equipment in a variety of sports.
MATERIALS	1. Children may bring in equipment and uniforms. 2. Some may want to use chalkboard for diagrams.
INTRODUCTION	Say: "Yesterday we saw the special rules for a specific sport. Today, we'll have the opportunity to be exposed to the rules, uniforms and equipment of many sports."
CLASS ACTIVITIES	1. Hear reports, explained at end of Lesson 5. 2. Discuss reports.
SUMMARY	Review rules and regulations common to various sports.

Lesson 7

PURPOSE

To make students aware of the short playing careers of most professional athletes, and the need for careful money management, to relate to math.

MATERIALS

1. Paper
2. Pencil
3. Worksheet #3, next page.

INTRODUCTION

Say: "Often you hear professional athletes criticized for the huge amounts of money they make. Many people do not realize that few athletes actually make the large amounts. People often forget that athletes do not play professional sports for very long and therefore do not receive that salary for a long period of time."

CLASS ACTIVITIES

1. Using Worksheet #3: Tell the students they are professional athletes receiving $80,000 a year for 10 years. They have a spouse and two children to support.
2. Have the students decide how much they will spend on clothes, cars, house, etc. and how much they will save.
3. The students should decide if they will invest some of this money in restaurants, motels, land, sports equipment companies, etc.
4. They will have to decide on the career they will pursue when they retire from sports.

SUMMARY

1. Hear reports.
2. Discuss which are realistic possibilities.

Note: Not all professional athletes make large amounts of money. Many are very lucky to receive $15,000 - $18,000 a year as a starting salary. You may want to try planning a budget on this lower amount.

WORKSHEET #3
(To be used with Lesson 7)

Finances

You are a professional athlete receiving $80,000 per year for 10 years. You have a wife (husband) and two children to support.

Decide how much you will spend each year on cars, house, clothes, food and travel - and how much you will put in the bank for later.

Decide if you will invest any money in hotels, restaurants, land buying or sports equipment companies. How much will you invest per year?

What job will you do when you retire from sports? Do you need an education to do it? Did you save some money in case you have to get more education?

Lesson 8

PURPOSE

To make the class aware that professional athletics depend upon the people who buy tickets to athletic events and to familiarize them with the people who publicize these games.

MATERIALS

1. Large white construction paper.

2. Crayons, felt pens or paint.

INTRODUCTION

Say: "In professional sports, the athlete receives most of the attention, but without the many fans who buy tickets and attend the events the athletes would not have money to continue their sport. The artist who draws up the posters and advertisements to promote the games deserves credit for his necessary task."

CLASS

1. Write these facts on the board and discuss why they must be included in an advertising poster. Discuss the importance of eye appeal and catchy phrases.

   Game
   Team
   Time
   Day
   Cost of tickets
   Excitement

2. Have the students make their posters, including answers to the "facts" written on the board.

SUMMARY

1. Display posters.

2. Discuss why some will especially attract spectators.

Lesson 9

PURPOSE

To create an understanding of the draft utilized in the football and basketball leagues.

MATERIALS

1. Worksheet #4, next page, cut into sections, as indicated.
2. Pins.

INTRODUCTION

Say: "Today we are going to learn about the draft system. That is the way football and basketball owners pick their new team members. Each of you will pick a slip of paper. It will tell you if you are an owner or a player. If you are one of the three owners, your paper will tell you if your team came in first, middle or last place last season. If you are last place, you pick your new team members first. Your paper will tell you which positions your team needs to have filled.

If you are a player, your paper will have a number. The higher the number, the better player you are. Your position is also on your paper."

CLASS ACTIVITIES

1. Students pick slips of paper.
2. Pin slips of paper to clothing.
3. Team owners stand apart and look over players.
4. Owners then decide which players they want most.
5. Owners begin choosing; the last place owner picking first. Continue until they fill the positions on the papers.
6. Some players do not get drafted. They must now go to teams and ask for a try out with them at a later date. Free agents are often contacted by particular teams interested in giving them a trial.
7. Do over with the rest of the class if some students did not get a turn.

SUMMARY

Discuss:

1. Do you think this is a fair way to recruit new players?
2. How would you change the system if you could?
3. Why do you think the last place team gets to pick its new players first?

WORKSHEET #4
(To be cut and distributed.)

OWNER	OWNER	OWNER
First place team. Needs: halfback quarterback right end	Middle place team. Needs: quarterback center guard	Last place team. Needs: punter right end center
PLAYER	**PLAYER**	**PLAYER**
Ability - 1 Halfback	Ability - 2 Center	Ability - 3 Punter
PLAYER	**PLAYER**	**PLAYER**
Ability - 4 Quarterback	Ability - 5 Guard	Ability - 6 Right end
PLAYER	**PLAYER**	**PLAYER**
Ability - 7 Right end	Ability - 8 Center	Ability - 9 Tackle
PLAYER	**PLAYER**	**PLAYER**
Ability - 10 Quarterback	Ability - 11 Fullback	Ability - 12 Quarterback

Lesson 10

PURPOSE	To enable students to assess their knowledge and understanding of the field of professional athletics.
MATERIALS	1. Entry Level Assessment. 2. Results of pre-test. 3. Tape recorder or copies of pre/post test.
INTRODUCTION	Say: "Today we'll find out how much we've learned about the field of professional athletics."
CLASS ACTIVITIES	1. Discuss questions and tape record responses. or 2. Written test.
SUMMARY	The students should feel free to talk about the things they have enjoyed about this unit. They should feel free to express likes and dislikes.

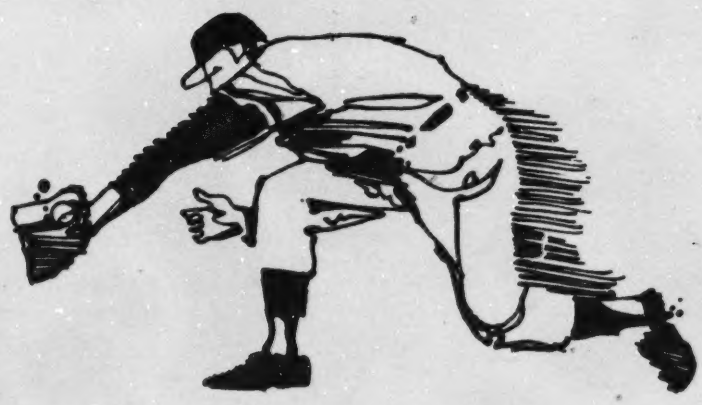
SCRAPBOOK

You need:

1. scrapbook
2. scissors
3. glue

Make a scrapbook of a professional athlete that interests you. You will have to read the sports section each day for newspaper clippings. Also include magazine articles, pictures, autographs, or anything you can collect.

Share your scrapbook with the class.

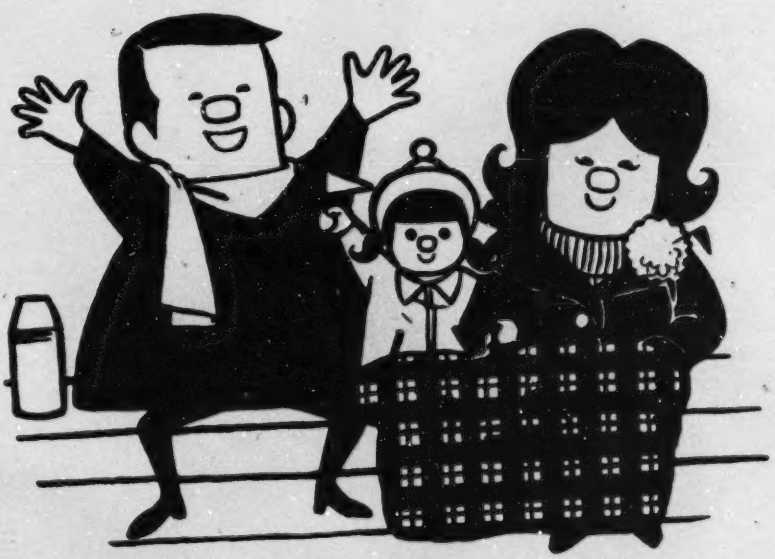


SPECTATORS

You need:

1. paper
2. pencil

Most communities have baseball, basketball and football teams. There are also golf matches, track meets and tennis matches. Many opportunities are available to witness teams in action. Tell about a professional sporting event you have watched recently. Who played? Who won? Was the game or contest exciting? Were any records broken? Report your experience to the class.



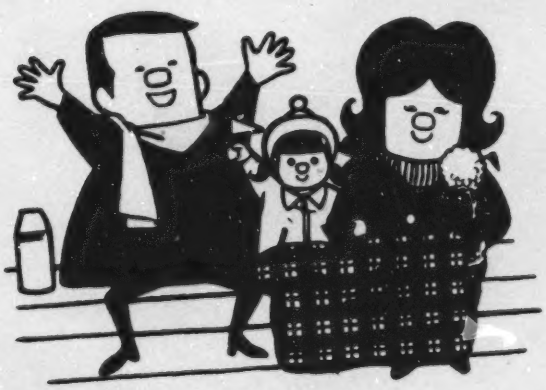
SPECTATORS

You need:

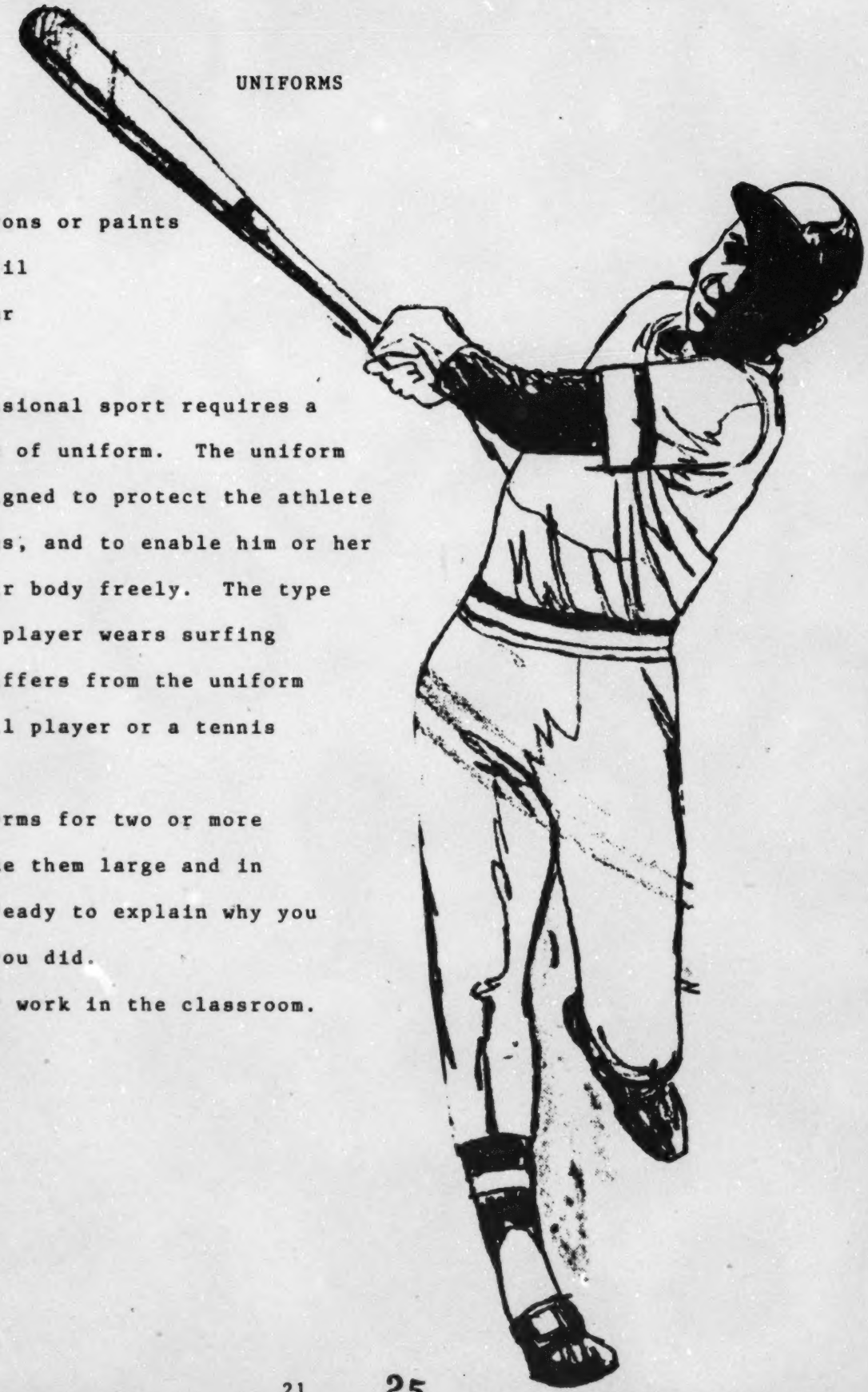
1. Two students

Spectators are an important part of professional sports. Without the money acquired through selling tickets, programs and food, many teams could not afford the uniforms and equipment they need. Sometimes spectators get players to play even harder with their screaming and cheering. Other times spectators can be a nuisance, blocking other's views, fighting and behaving in an obnoxious manner. Prepare a pantomime with a classmate showing both kinds of spectators.

Share your acting with the class.



UNIFORMS



You need:

1. crayons or paints
2. pencil
3. paper

Every professional sport requires a special type of uniform. The uniform must be designed to protect the athlete in some cases, and to enable him or her to move their body freely. The type of outfit a player wears surfing certainly differs from the uniform of a football player or a tennis champion.

Design uniforms for two or more sports. Make them large and in color. Be ready to explain why you made it as you did.

Display your work in the classroom.

"KILL THE UMP!"

You need:

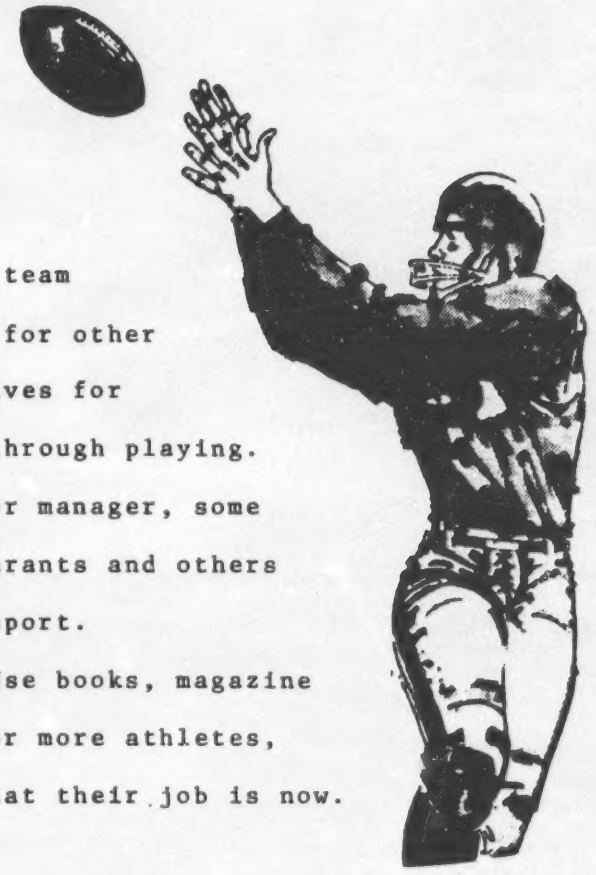
1. Two or more students

The umpire has a difficult job. He or she must know the rules of the game perfectly; he must be watching the play every second and must bear abuse from angry players and spectators.

Choose a classmate or two to perform a skit showing the problems of being an umpire or a referee.

Perform your skit for the class.

CAREER LENGTH



You need:

1. pencil
2. paper
3. books

Professional athletes cannot play on a team until age 65,the common retirement age for other occupations. They must prepare themselves for another career to begin when they are through playing. Some remain in their sport as a coach or manager, some invest their money in motels and restaurants and others work for a company unrelated to their sport.

Do some research on famour athletes. Use books, magazine articles or other sources. List five or more athletes, tell what sport they played and tell what their job is now. Report your findings to the class.

TASK CARD 7

BOOK REPORT

BABE RUTH

LOU ALCINDER

JACKIE ROBINSON

WILT CHAMBERLAIN

LOU GEHRIG

You need:

1. book
2. paper
3. pencil

Read one of the books we have in the classroom, or one you get from the library about a famous athlete. Take notes on important facts as you read so you can give an accurate and interesting report to the class. Be sure to include how your athlete got started in sports, what team he/she played for, and what he/she did when too old to play.

INTERVIEW

You need:

1. paper
2. pencil
3. Worksheet #2

Do you have a relative, friend or neighbor who is or was a professional athlete? Or perhaps you know a coach, manager, umpire or referee. Use Worksheet #2 as a guide to interview him or her. You will have to adjust some of the questions to fit your person.

Read your interview to the class.

PROFESSION OR RECREATION

You need:

1. magazines
2. scissors
3. glue
4. paper for posters

Professional athletes are paid for participating in their sport. Other people participate for fun or for the exercise. Get two large sheets of paper. On one glue pictures you have cut from magazines showing men and women in professional sporting events. Label that poster "Professional Sports". On the second poster write "Recreation"at the top and show various people using sports for their own pleasure.

Display your posters in your classroom.

FAN MAIL

You need:

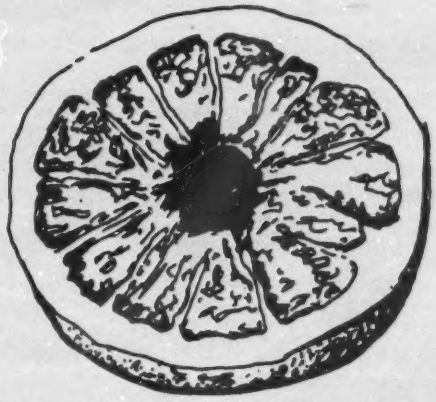
1. paper
2. pen or pencil
3. envelope
4. stamp

Most professional athletes enjoy getting mail from their fans. Write a letter to your favorite athlete on a local team. Include what you like about him or her and tell some things about your own athletic knowledge or ability. Have a classmate or teacher proofread your letter. Read your letter to your class. Be sure to read the reply if you receive one!

PASS THE SPINACH !

You need:

1. magazines
2. glue
3. scissors
4. reference books



In order to stay in top physical condition athletes often pay great attention to what they eat and drink. Trainers try to make sure players are eating the right foods to keep their bodies healthy as possible. Make a poster showing the four basic food groups. Cut out magazine pictures to show foods from each group and glue it on your poster.

Include a paragraph about how alcohol, tobacco and drugs can be especially harmful for an athlete.

OLYMPICS

You need:

1. Felt pen
2. Poster paper
3. Reference materials

The Olympics are held every four years. Many countries are represented, and compete to show their athletic skills. In order to participate in the Olympics you must not be a professional (or paid) athlete. Once the Olympics are over, many of the participants change over to professional sports. Locate materials about the last Olympic games. Make a chart showing how the United States did in the various activities. Tell what the players receive for placing first, second or third in an event. Tell some problems caused by so many people from so many places getting together. Tell some advantages of the Olympics. Why do we have them? Tell of several professional athletes who at one time participated in the Olympics.

CHOOSE A SPORT . . .

You need:

1. paper
2. pencil

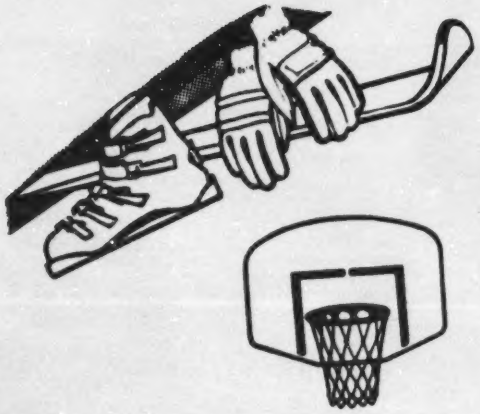
We have seen movies, read books and heard athletes tell us about professional sports. Choose a sport that interests you. Tell what you like about it. List three advantages to participating in your chosen sport. List three disadvantages in playing your sport. Share your feelings with the class.

EQUIPMENT QUIZ

You need:

1. Three friends
2. A clock or timer
3. Paper
3. Pencils

Choose a sport that requires a substantial amount of uniform and equipment, like football or golf. One person is a timer. At a signal from the timer list as many types of football equipment as you can. Time for 2 minutes. Whoever has the longer list is the winner. Have the winner become the new "timer". Choose another sport and play once more. Compare lists.



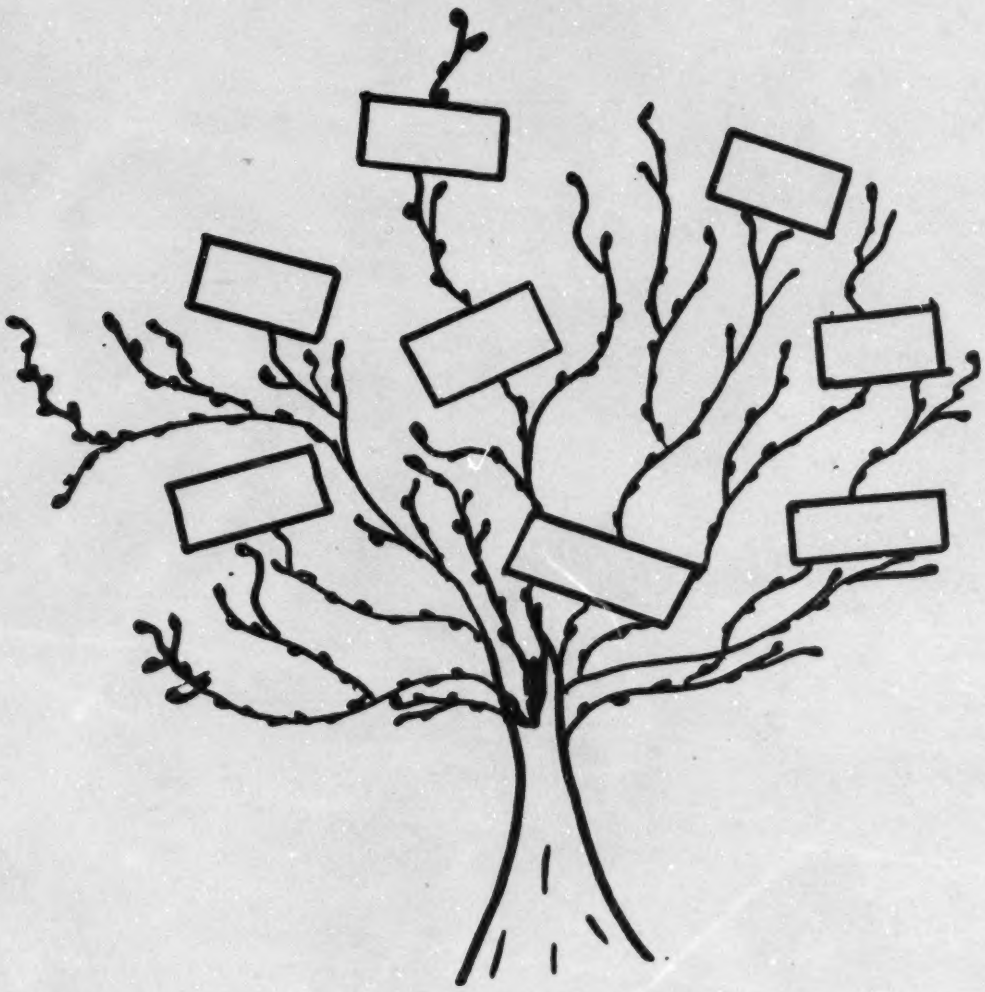
THE PROFESSIONAL ATHLETES BULLETIN BOARD

You need:

1. Paper (butcher or construction)
2. Paint, felt pens or crayons
3. Yarn

Separate a bulletin board into three sections. In the center of each section draw a large picture of an athlete in action. For each athlete make yarn lines pointing to pieces of equipment he must use to play, to wear or to practice with in training. The equipment should be drawn and colored unless you can find magazine pictures that are large enough.

MAKE A BASEBALL TREE



Make a baseball tree. Fill it with 8 people necessary to the functioning of a baseball team. The players" get only one box.

VENDORS

You need:

1. Paper
2. Pencil

Vendors who sell food at stadiums must be at least 16 years old. They are usually paid 20% of the money they take in. Sometimes the vendors sell ice-cream and another day the same vendor might sell popcorn or peanuts. The amount of food a vendor sells often depends on the size of the crowd and the weather. If it is hot, people buy lots to drink; and if it is cold most people avoid ice-cream. Some vendors sell very little and really want to watch the game. Others want to "hustle" and make as much money as they can.

Pretend you are a vendor for your local baseball team.

You make approximately $120.00 a month for six months. Would you save your money or spend it? What things would you buy? What would you want to save money for?

List three advantages of being a vendor.

List three disadvantages.

OFFENSE - DEFENSE SCHOOL

You need:

1. Paper
2. Pencil
3. Pamphlets regarding offense-defense school.

Offense-Defense school is held every summer. Its purpose is to make money and to train boys to become better football players. The boys have the opportunity to play football every day for a week and receive assistance from famous coaches and professional athletes.

Send for the pamphlet about football school. Read it and list the advantages and disadvantages of attending such a school. Learn about the living quarters, the necessary equipment needed, and the cost of attending. Report your findings to the class.

Write to:

Offense-Defense Football School
P. O. Box 2855
Sepulveda, CA 91343

for information and pamphlets.

"LOOK SHARP, FEEL SHARP, BE SHARP!"

You need:

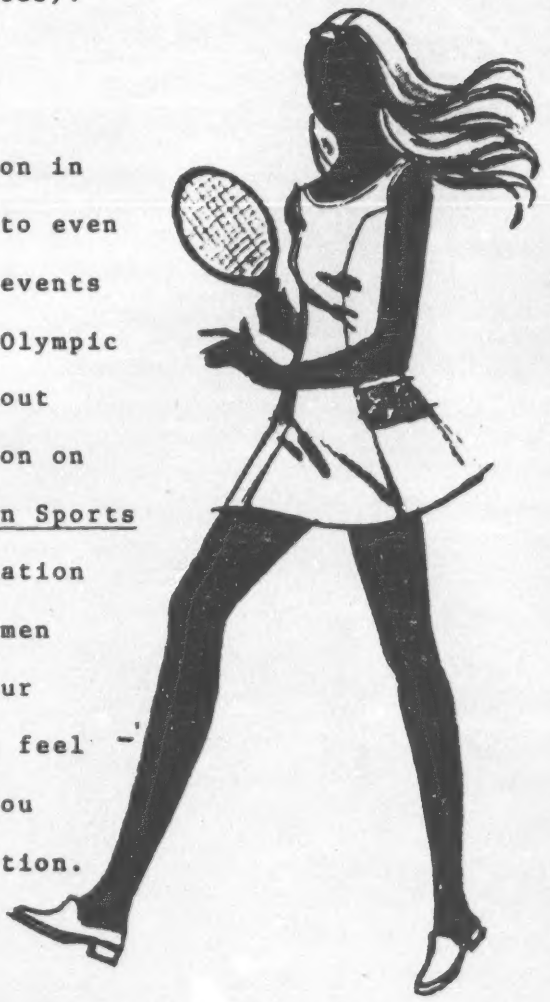
1. Clock, watch
2. Paper
3. Pencil
4. T.V. set

Watch a professional football, baseball or golf game on television. Record the length of the entire game, but especially keep note of the length of the commercials. How many commercials were there? What was the total time of all the commercials combined? List the products promoted in the commercials. Were the products represented ones that would appeal to men or women? Children or adults? In what way were most of these products similar? Was this a coincidence or do you think there is a good reason for the similarity of products? Report your discoveries to the class.

WOMEN IN PROFESSIONAL SPORTS

You need:

1. Paper
2. Pencil
3. Book: American Women in Sports by Phyllis Hollander (or other sources of information about women athletes).



A long time ago in ancient Greece, women were not only refused participation in Olympic games, but they were forbidden to even watch them! It wasn't until 1900 that events for women were even included in modern Olympic games. Lately we hear more and more about women's sports, and women's participation on traditionally men's teams. Use Women in Sports or any other good source to find information on women athletes. Find one or more women athletes who interest you and report your findings to the class. Include how you feel about women in athletics and tell why you think some men resent women's participation.

THE BASEBALL SCOUT

You need:

1. Paper
2. Pencil
3. Baseball scout form

The people who scout for major league talent have exciting jobs. They must attend high school games in the community and take many notes on the players. They write up forms on all the first string players on both teams. They keep track of all these players and record how they improve from game to game.

Many scouts played professionally. For a person to become a scout this is not necessary but he must know a great deal about the game. A scout has prestige, makes good money, travels to many cities, and meets famous athletes.

Examine the baseball scout form. Attend a junior high, high school or little league baseball game. Pick a player who you think would interest a scout. Watch the player and fill out the form as well as you can. Some parts are too complicated so leave them blank. Show your form to the class. Explain how you made your decisions.

CLUB REPORT

AMATEUR		SEMI-PRO.		COLLEGE	
HIGH SCHOOL		LEGION		PRO.	

CLUB:.....

PROFESSIONAL AFFILIATION:.....

LEAGUE OR TOURNAMENT:.....MANAGER OR COACH:.....NUMBER OF GAMES OBSERVED:.....

REPORT BY:.....

DATES OF OBSERVATION:.....19.....

GRADING KEY: (1) Outstanding (2) Good or Above Ml. Average (3) Average or Ml. Average (4) Fair or Below Ml. Average (5) Poor

INFIELDERS, OUTFIELDERS AND CATCHERS	Number Games Observed	POS.	AGE	HT.	WT.	BAT R-L	THROW R-L	RACE	ARM	FIELD	RUNNING SPEED	HIT	POWER	YRS. EXP.	HUSTLE	FUTURE PROSPECTS Highest	FUTURE PROSPECTS Next Year	REMARKS

PITCHERS	Number Innings Observed	YRS. EXP.	AGE	HT.	WT.	BAT R-L	THROW R-L	RACE	FAST BALL	CURVE	CHANGE	CONTROL	OTHER PITCH (NAME)	POISE	FUTURE PROSPECTS Highest	FUTURE PROSPECTS Next Year	REMARKS

CLUB:.....

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Mon. 43

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TRAINING CAMP

Training camp represents hard work and little fun for the professional athlete. Some disadvantages are as follows:

1. You are separated from your family for a long period of time.
2. Your job is not secure. That is, if you are in a slump you could be dropped from the team.
3. There is the chance of getting injured and missing the playing season.
4. You are "worked out" so hard, you are completely exhausted.
5. You are on a strict schedule. You are locked in your dormitory at night and meals are served at certain times whether you're hungry right then or not.
6. You are treated like a child by your trainers.

With some of the disadvantages in mind, pretend you are in a football or baseball training camp. Write a letter home to your wife, husband or family telling them how things are going.

Have someone proofread your letter.

Share your letter with the class.

GIRLS

GIRLS

GIRLS

You need:

1. Sports magazines
2. Chart paper
3. Pencil
4. Lined paper
5. Scissors

More and more women are participating in professional sports. Look through several magazines. Make a collage of various women participating in sports as professionals. How many areas of sports are represented? Select one woman you feel is an outstanding athlete. Write a paragraph or two about her. Be sure to include sport field, honors and other information you find of interest. The magazine can help you.

SPORTSWOMEN

You need:

1. A sport magazine
2. Pencil
3. Paper

Look through any sport magazine. Look for women athletes. Are the names OLGA KORBUTT, CHRIS EVERT, DOROTHY HAMILL mentioned? What sport do each of these women participate in? Are they famous for many athletic achievements? Write a paragraph about each of the women mentioned, tell about their sport and any outstanding achievements in their profession.

Task Card 25

$$$ BIG EARNINGS $$$

You need:

1. Paper
2. T.V.
3. Magazine
4. Newspapers

Janet Lynn is a professional ice skater. By using her talent, she tours with a skating company performing all over the U.S.A. She also has arrangements for commercials, endorsements, personal appearances, recordings and publications. She earns a lot of money. Look through magazines, newspapers or watch T.V. Make a list of various athletes who earn money through commercials, endorsements, and personal appearances, in addition to their sport participation. Make a scrapbook of the athletes.